

# Peninsula Shores District School



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## 2012-2013 Course Calendar





# 2012-2013 Common Course Calendar Table of Contents

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## Using the Course Calendar:

### General Information

Pages 2 to 16 provide information on diplomas, certificates, course codes, summer school and Co-operative Education. Refer to the Table of Contents to take you quickly to the information you seek.

### Availability of Subjects in Each School

Refer to the Individual School Section B Table of Contents for the summary of courses offered.

### Program Planning

Each secondary school has a counselling service that places a high priority on assisting students with program planning. Do not hesitate to request a personal appointment with a guidance teacher/counsellor whenever necessary. Contact information is available at the beginning of Section B.

## THE SECONDARY SCHOOL PROGRAM

### Diploma and Certificate Requirements

Three types of recognition are granted to students, depending upon the number of credits and other requirements which they complete while in secondary school: the Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC); and, the Certificate of Accomplishment (COA). *For further information go to p. 55*

<http://www.edu.gov.on.ca/extra/eng/ppm/53.html>.

### COMPULSORY CREDITS (TOTAL OF 18)

#### 4 Credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

#### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

#### 2 credits in science

#### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures may be used to meet the compulsory credit requirement in the arts

#### 1 credit in Canadian geography (Grade 9)

#### 1 credit in Canadian history (Grade 10)

#### 1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language

#### 1 credit in health and physical education

#### 0.5 credit in career studies

#### 0.5 credit in civics

#### 3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any Groups 1, 2, or 3.

Ontario Secondary School Certificate (OSSC)	Certificate of Accomplishment (COA)
<p>The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:</p> <p><b>Compulsory Credits</b> (total of 7)</p> <ul style="list-style-type: none"> <li>2 credits in English</li> <li>1 credit in Canadian geography or Canadian history</li> <li>1 credit in mathematics</li> <li>1 credit in science</li> <li>1 credit in health and physical education</li> <li>1 credit in the arts or technological education</li> </ul> <p><b>Optional Credits</b> (total of 7)</p> <p>7 credits selected by the student from available courses.</p>	<p>Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.</p> <p>The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.</p>

**REACH EVERY STUDENT**

Our commitment is to every student. This means both “raising the bar,” to encourage the absolute highest achievement from our students, and “closing the gap,” to ensure that we develop strategies to help every student learn, no matter their personal circumstances.

Our efforts will be sharply focused on three core priorities:

**High levels of student achievement**

- Going deeper and wider on literacy and numeracy, including reaching the targets of 75 per cent of students achieving at the provincial standard in Grade 6
- Continuing innovation in secondary schools in reaching the 85 per cent graduation rate.

**Reduced gaps in student achievement**

- Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

**Increased public confidence in publicly funded education**

- Strengthening the role of schools as the heart of communities
- Recognizing the pivotal role of schools in developing the workforce and citizens of tomorrow.

<http://www.edu.gov.on.ca/eng/document/energize/energize.pdf>

**BOARD VISION**

Bluewater’s vision is focused on preparing students today for the world of tomorrow. Our mission is to be a learning organization committed to providing a quality educational experience for every student in a safe and caring environment. In conjunction with our mission and vision, we have established three key priorities:

- The well-being of students and staff

- Quality instruction
- Parent Engagement

**SAFE SCHOOL POLICY**

Bluewater District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community through the implementation of an effective Safe Schools policy.

Bluewater is committed to ensuring that its school community is a safe and welcoming place for all students, staff and community partners. Creation of a positive learning environment is important. Students with a positive self-concept can more easily appreciate the needs and concerns of others, show respect for others and resist negative peer pressure as it relates to rules of the school.

All violent acts of which the school community is aware will result in some form of intervention which is designed to respond to the perpetrator and the victim. The level of intervention will be progressive in nature and contingent upon mitigating circumstances and the severity of the violence.

The policy has three components; prevention, intervention, and the development of procedures that define and outline consequences of prohibited behaviour on Board property or at Board sponsored events.

[http://www.bwdsb.on.ca/director/policies/BP\\_6820-D.pdf](http://www.bwdsb.on.ca/director/policies/BP_6820-D.pdf)

## Student Success Learning to 18

### STUDENT SUCCESS

It is the requirement that students in the province of Ontario remain in school until the he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Bluewater strives to reach every student and to help him or her achieve a successful outcome from the secondary school experience.

Student Success Teams are one of the five ways, *which also include Specialist High Skills Majors, expanded co-op, Dual Credits and Grade 8-9 Transitions*, which the Ministry of Education has implemented to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. Refer to the following link for additional information about Student Success initiatives.

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/strategy.htm>. Each team works with school staff, students, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. The Student Success program is supported by the Ministry of Education and is designed to provide supports for all students, with an effort to keep students in school and provide them with every opportunity to succeed.

Four key areas of curriculum and school life that are supported by Student Success funding are Literacy, Numeracy, Program Pathways and Community Culture and Caring.

Each secondary school has a dedicated Student Success teacher. This teacher performs key roles in looking at course offerings, and curricular supports to help students. **Credit recovery** is also an option for many of our students who previously failed a credit. *For more information please contact the Student Success teacher in your secondary school.*

### PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

*Please note that programs are subject to student interest and funding, and are reviewed annually.*

#### Specialist High Skills Major

For students who have a career path in mind, this initiative offers an opportunity to customize their learning. Students take “bundles” of eight to ten

courses that help them prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

Specialist High Skills Major programs must be approved by the Ministry of Education and Training and by local school boards. Courses are approved on a yearly basis by the Ministry of Education and are pending approval at the time of publication of this document.

Bluewater District School Board has been granted approval to run twelve Specialist High Skills Major programs in ten different sectors:

**Agriculture** – *Chesley District High School*

**Arts & Culture** – *West Hill Secondary School & Georgian Bay Secondary School*

**Construction** – *Kincardine District Secondary School, including Bervie Campus*

**Energy** – *Saugeen District Secondary School & Walkerton District Secondary School*

**Environment** – *Bruce Peninsula District School*

**Horticulture & Landscaping** – *Grey Highlands Secondary School*

**Hospitality & Tourism** – *Peninsula Shores District School*

**Information and Communications Technology** – *John Diefenbaker Secondary School*

**Transportation** – *John Diefenbaker Secondary School*

*More details are available in the B Section of this publication, or on school websites, or by calling the Guidance department of your secondary school.*

#### Grade 8-9 Transition & Link Crew

Our Grade 8 transition teachers are instrumental in making the move to secondary as seamless as possible for all students. Students who have difficulty making the transition from elementary school to secondary school will get the support they need through increased individual attention and programming tailored to fit their individual strengths.

As part of our transition program for 2012-13, every secondary school in Bluewater will be welcoming Grade 9s to their school through **Link Crew**. **Link Crew** helps Grade 9 students by linking them with senior mentors who guide them through their first year in secondary school. The link begins on the first day of school, and continues throughout a student’s Grade 9 year.

*For more information about Student Success initiatives go to:* <http://www.edu.gov.on.ca/studentssuccess/>

### **Ontario Youth Apprenticeship Program (OYAP)**

An OYAP student is defined as a student who is receiving cooperative education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while in secondary school. The student's cooperative education personalized placement learning plan (PPLP) must be based on the on-the-job training requirements outlined in the government approved training standards for the trade. Formal registrations are decided on a case by case basis by the Employment and Training Consultants and Service Deliver Manager after careful assessment of a student's commitment towards the trade and of the employer's commitment towards the student.

#### **To begin an apprenticeship during high school, students must:**

- have completed 16 credits and be enrolled full-time in school
- be at least 16 years of age
- have acceptable attendance records
- apply for a Cooperative Education course
- demonstrate competencies in Math, English, Science, and Technological Studies
- be responsible for his or her own transportation to and from the worksite

### **Bruce Power Cooperative Education Program**

Prerequisite: 16 years of age for all placements.

Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college or university. The program offers a wide range of placements including business (accounting, communications, human resources, marketing, office administration), engineering, fire/emergency response, information technology, nuclear power careers, security, and skilled trades (electrical, mechanical, transportation).

A separate application (March deadline) and interview at Bruce Power are required. Program participation is also dependent upon Bruce Power security clearance.

For more information contact:

highschoolcoop@brucepower.com

519-361-2673 extension 17416

Or the school Guidance/Co-op office

### **Militia Cooperative Education Program**

Students go through the military selection process and are then sworn into the Army reserve. They are immersed in a military environment as the Armoury

in Owen Sound becomes their schoolhouse. Here the school board delivers secondary school course credits which will be determined later in the year. This is a paid co-op placement and includes reserve benefits.

To start the process you must meet the minimum requirements:

- Be a Canadian Citizen
- Be 16 years of age, with parent or guardian consent
- Have 15 high school credits
- Have no obligation to the legal system

What are the steps to apply?

- Meet the minimum requirements
- Indicate to your co-op teacher or guidance teacher/counsellor that you are interested in this unique program
- Fill out application package that can be obtained from the school or the Grey and Simcoe Foresters Recruiter. Return completed application to the Unit Recruiter located at the Owen Sound Armoury
- Undergo testing which includes Aptitude Testing, Physical Fitness Test, Medical and Interview
- If you qualify then you will be sworn into the Army Reserve as an Infantry Soldier

### **Online Learning**

Students in Bluewater have access to e-Learning Ontario courses as a way to achieve success at school. Many of these courses are offered through our own secondary schools. All e-Learning courses are taught by qualified Ontario teachers.

In Bluewater some teachers are providing components of their courses online which enables them to "blend" classroom and online activities in a blended learning format.

*Contact your guidance teacher/counsellor for a full listing of courses available in Bluewater through e-Learning, and to register.*

*More information on online learning is available in the addendum of this calendar.*

### **Summer School**

Summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course or to take transfer courses. *Contact your guidance teacher/counsellor for further details.*

## **Dual Credit Program**

The Ministry of Education is currently experimenting with the concept of dual credits. With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification.

Bluewater District School Board currently offers night school dual credits as well as a day school FLEX program. *Please see your guidance teacher/counsellor for additional information.*

## **Continuing Education**

This involves the provision of credit and non-credit courses for students who wish to study part time or full time for a short term outside the secondary school program. Courses may include evening, summer school, and adult basic education courses. *Contact your guidance teacher/counsellor or check out the Community Education section of the Bluewater site for further details.* <http://www.bwdsb.on.ca/coned/>

## **French Immersion**

The aim of the French Immersion program is to develop and refine students' ability to communicate in French as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1910curr.pdf>

Bluewater offers two certifications:

- French Immersion – students complete four courses in French Immersion and a minimum of six courses in other subjects taught in French.
- Extended French – students complete four courses in French Immersion and a minimum of three courses in other subjects taught in French.

French Immersion is offered in four high schools:

- West Hill Secondary School, Owen Sound
- John Diefenbaker Secondary School, Hanover
- Saugeen District Secondary School, Port Elgin
- Grey Highlands Secondary School, Flesherton

*For more information about specific French Immersion course offerings in each school, please refer to the French Immersion segment of the school's B section of the course calendar.*

## **COMMUNITY INVOLVEMENT ACTIVITIES**

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will receive the Bluewater District School Board *Secondary Student Community Involvement Record Book* and a pamphlet *Secondary Student Community Involvement Guidelines*. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.

<http://www.edu.gov.on.ca/eng/policyfunding/memos/march2011/DM2011OSS.pdf>

## **THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT**

All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will normally take the literacy test in Grade 10. Any student who has been eligible to write the test twice and who has been unsuccessful may take the Ontario Literacy Course (OLC30/40) to meet the secondary school literacy requirement. The test and course are based on the Ontario Curriculum expectations for language and communications, particularly reading and writing – up to and including Grade 9.

## **Adjudication Process**

In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

## **Accommodations**

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review

Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the Ontario Secondary School Literacy Test must not be altered.

### **Deferrals**

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/ English literacy development (ESL/ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

### **Exemptions**

A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the

Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

*For further information go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/127.pdf>

### **SUBSTITUTIONS FOR COMPULSORY COURSES**

Upon the approval of the principal, up to three substitutions may be made for compulsory courses where it is deemed the student's educational interests are best served by such a substitution. Either the parent or the principal may initiate a request. Substitutions may only be made from a list of courses considered to be compulsory. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

*For further information go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>

## **ORGANIZATION OF SECONDARY SCHOOL COURSES**

### **Definition of a Credit**

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

### **Types of Courses:**

#### **Academic Courses and Applied Courses in Grades 9 and 10**

Academic and applied courses set high expectations for all students. *Academic courses* focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. *Applied courses* also focus on the essential concepts of the discipline, and develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in

the balance between essential concepts and additional material, and in the balance between theory and application.

### **Locally Developed Courses**

Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. The locally developed Grade 9 and 10 courses include Grade 9 Math, Science and English, and Grade 10 Math, English and History. The six Grade 9 and 10 locally developed core courses are compulsory courses. A student in Ontario may count *no more than seven* locally developed courses as compulsory credits.

### **Open Courses in Grades 9 and 10**

An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

## **Grade 11 and 12 Destination Courses**

The four destination-related types of courses are: workplace preparation courses, university preparation courses, college preparation courses, and university/college preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

## **Workplace Preparation Courses**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community.

Cooperative education and work experience placements within the community are important components of workplace preparation courses.

Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will also be required to demonstrate that they have developed these skills. Workplace preparation courses also promote the importance of lifelong learning.

## **University Preparation Courses**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

## **College Preparation Courses**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require

students to demonstrate that they have developed these skills.

## **University / College Preparation Courses**

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

## **Transfer Courses**

A transfer course is a partial-credit course (0.25 or 0.50 credit) that bridges the gap between courses of two different types in the same subject. Students who revise their educational and career goals and who wish to change from one type of course in a particular subject but lack the prerequisite course may do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into another. Transfer courses are available through Summer School. *Talk to your guidance teacher/counsellor for further information.*

## **Specialized Programs**

Specialized programs are programs that provide students with a particular curriculum focus to assist them in meeting diploma requirements and in making the transition to postsecondary destinations (i.e. college, apprenticeship programs, the workplace, and university). Students who do not have a specific career in mind but who wish to pursue their studies at the postsecondary level could take a university preparation or college preparation program. Students who wish to go directly into the work force could take a school to work transition program.

*\*Additional information on courses of study offered at each school and curriculum documents are available by contacting the principal.*

## **Interdisciplinary Studies**

The Ministry of Education allows schools under a principal's authorization to develop and deliver curricula that goes beyond the traditional subject areas. These Interdisciplinary Studies can be delivered as single credit courses or packages of courses, and are restricted to Grades 11 and 12.

*\*Additional information is available by contacting the principal.*

## PROCEDURES FOR CHANGING COURSES

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enroll in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. It is recommended that students who wish to switch course types from Grade 9 to 10 (applied to academic or academic to applied) complete the crossover materials for the appropriate subject area. These materials are available on the Internet ([www.ilc.org](http://www.ilc.org)).

*Note: A transfer course is required when switching from Grade 9 applied Math to Grade 10 academic Math.*

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- take a transfer course that will bridge the gap between course types
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program

*Note: Students wishing to change a course type should consult with their guidance teacher/counsellor.*

## COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

There are no prerequisites for Grade 9 and Grade 10 courses *except for Grade 10 academic mathematics which requires a half-credit transfer course when moving from Grade nine applied*. Many courses in Grades 11 and 12 have prerequisites which must be met before admission to the course is normally granted. Students and parents/guardians should consider prerequisites very carefully so that the highest degree of programming flexibility can be maintained as the student moves from year to year.

“Co-requisite” and “Recommended Preparation” courses are indicated in some cases as the teachers feel that students will experience more success if those courses are taken at the same time as (co-requisite courses) or prior to (recommended course) the course in question.

## OPTIONAL PROGRAMMING

The options available to students who wish to consider

alternative methods of earning credits to enrolling in courses offered in their secondary school **may** include:

### Correspondence Courses

The Independent Learning Centre offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma. **If you are over 18 years old, you must provide a “Date of Leaving” letter from your last secondary school and a copy of your most recent Ontario Student Transcript.** Contact your guidance teacher/counsellor for information on the Independent Learning Centre Student Guide and/or the ILC website at: [www.ilc.org](http://www.ilc.org)

### Independent Study

A teacher may allow a student to work towards a credit through independent study in which course components are assigned, resources are suggested, achievement is evaluated and the total work involved is equivalent to that expected in the time scheduled for the course.

Courses delivered through the Independent Learning Centre may form part of independent study.

### Private Study

Students may be permitted to take one or more courses where a) the student is deemed to have valid reasons for not attending classes or b) the school does not offer the course. The school must be willing to monitor the student’s progress and evaluate the student’s work. ILC courses may form part of the private study program.

### Ontario Educational Resource Bank (OERB)

In the fall of 2006, e-Learning Ontario launched the OERB, created specifically for the publicly funded school system by Ontario teachers. It contains more than 22 000 items such as lesson plans, student activities and multimedia objects. Teachers and students in Bluewater have access to this provincial resource. Ask your guidance teacher/counsellor for a student login and password.

## COMMON COURSE CODES

Each subject has a common course code for the purpose of record keeping. Courses are identified by 3 letters followed by a number and a letter. For example, ‘ENG2P’ means English for Grade 10 students, an applied course.

The first character indicates the subject area:

- A – Arts
- B – Business
- C – Canadian and World Studies
- E – English
- F – French
- G – Guidance and Career Education
- H – Social Sciences and the Humanities

- L – Classical and International Languages
- M – Mathematics
- P – Healthy Active Living
- S – Science
- T – Technological Studies

The next two characters differentiate between subjects within the subject area:

- e.g., CGC – Geography of Canada
- CHC – Canada in the 20th Century

The first number indicates the grade level:

- 1 – Grade 9
- 2 – Grade 10
- 3 – Grade 11
- 4 – Grade 12

The letter following the first number indicates the nature of the course type or level of difficulty:

- D – Academic
- P – Applied
- L – Locally Developed
- O – Open
- E – Workplace Destination
- U – University Destination
- C – College Destination
- M – College or University Destination

The 6th character is used in Bluewater District School Board schools to differentiate between courses with the same first five characters; e.g., ENG 2PI (6<sup>th</sup> character I) indicates a regular classroom full credit course and ENG 2PA (6<sup>th</sup> character A) indicates an e-Learning course.

### Concurrent Students

In certain situations and if timetables and class size allow, senior students may enrol in courses at two different schools. The responsibility for transportation, regular attendance, and punctuality lies with the students.

### Transfer Policy – Choice of Schools

It is the policy of the Bluewater District School Board that students may apply to a secondary school other than their home school by requesting from their home school Principal a Request for Transfer form for presentation to the Principal of their requested school. The Principal of the receiving school will rule on the application according to the transfer policy of the Board which is printed on the Request for Transfer form. Transportation may not be available in all cases. An out-of- boundary transfer may not be approved if the receiving school is over capacity (i.e., full).

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

### Primary Purpose

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs, and in assessing the overall effectiveness of programs and classroom practices.

### What is Assessment?

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, observations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students

Percentage Mark	Achievement Level	Achievement of the Provincial Curriculum Expectations
80-100	Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
70-79	Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
60-69	Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approached the provincial standard.
50-59	Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.
Below 50		Student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I		Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

### The Achievement Chart

Each discipline achievement chart is organized into four broad categories of knowledge and skills:

- *Knowledge/Understanding:* subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- *Thinking:* The use of critical and creative thinking skills and/or processes
- *Communication:* The conveying of meaning through various forms
- *Application:* The use of knowledge and skills to make connections within and between various contexts

The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

The table above provides a summary description of achievement in each percentage grade range and

corresponding level of achievement.

Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

It should be noted that an evaluation of achievement in the 80-100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a greater command of the requisite knowledge and skills than a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

“The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered to be interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.”

**Growing Success**, p. 17.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

## Reporting Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths, knowledge or skills needing improvement, and ways in which this improvement might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- **70% of the grade will be based on assessments and evaluations conducted throughout the course**
- **30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course**

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations in a balanced manner with respect to all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

### **PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills

and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. It should be noted that in the summer of 2009 the Ministry stipulated that the OSSLC (Ontario School Literacy Course) may not be challenged for credit.

The PLAR process is not an independent study nor does it involve classroom teachers in any way.

*Check the Bluewater District School Board website [www.bwdsb.on.ca](http://www.bwdsb.on.ca), click on **Program**, then **Secondary Programs**, and finally **Prior Learning Assessment Recognition**, or contact the principal at your school for additional information on PLAR, or go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

### **THE ONTARIO STUDENT RECORD (OSR)**

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult), may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.

### **THE ONTARIO STUDENT TRANSCRIPT (OST)**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has gained towards fulfillment of the requirements for the graduation diploma will be recorded on the OST.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement
- the student's final result on the Ontario Secondary School Literacy Requirement
- indication of any extraordinary circumstances affecting the student's achievement in a Grade 11/12 course

In addition to recording the number of credits earned, schools may indicate on a student's transcript that the student has taken a specialized program or a program in a specialized school. Students completing their secondary school diploma in a second language or with a Specialist High Skills Major may thus be given recognition on their OST for their participation in such a program.

### **Full Disclosure**

If a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a W in the Credit Column. The student's percentage grade at the time of the withdrawal is recorded in the Percentage Grade column.

### **Extraordinary Circumstances**

A student's parents/guardians, or students who are adults (18 years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance.

A principal may also initiate consideration of whether a special indicator should be added. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

### **Exceptional Students**

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

## **FORMS OF EXPERIENTIAL LEARNING**

### **Introduction**

These programs are designed to prepare students for work and to introduce them to specific career areas. Many exciting school to work programs are in place across the district and many more are in development.

*Students interested in any of these programs should contact their guidance teacher/counsellor, their cooperative education teacher or their Student Success teacher for more information. **Not all programs are available in all schools.***

**Job Shadowing and Job Twinning** involves a half to a

full day one-on-one observation of a worker at a place of employment. No additional credits are awarded.

**Work Experience** involves a one to four week placement at a work site related to a particular program of study. Work Experience is part of an in-school course and no additional credits are awarded.

### **Cooperative Education**

A planned learning experience for which credits are earned (1 credit per 110 hours), that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course.

*Bluewater District School Board has one specialty cooperative education program: Bruce Power Cooperative Education Program which is outlined on*

### **School-Work Transition Programs**

This program is typically not less than 2 years and is a combination of school and work-based education and training involving a variety of learning opportunities. Credits will vary with type of planned workplace experience.

## **SPECIAL EDUCATION**

All students identified as exceptional must have access to an education that will enable them to develop the essential knowledge and skills they need in order to participate in the life of Ontario's communities. The Education Act and regulations made under the Act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs. Specific procedures are set out in the regulation governing the identification and placement of exceptional students. The regulation also provides for the regular review of the identification and placement of a student and for the appeal of identification and/or placement decisions with which parents disagree.

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a parent of a student, the principal of the school must refer the student to an IPRC for a decision as to whether the student should be identified as exceptional and, if so, what his or her placement should be. The principal may also, on written notice to the parent(s), refer the student to an IPRC. The parent(s), as well as a student who is sixteen years of age or older, can also request that the IPRC discuss proposals for ways in which the student's needs can be met. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student. [http://www.bwdsb.on.ca/stserv/speced\\_plan/Section\\_4](http://www.bwdsb.on.ca/stserv/speced_plan/Section_4)

### When an IPRC identifies a student as exceptional:

- the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained
- an IEP must be developed within thirty days of the placement of an exceptional student in a particular program
- the parents must be provided with a copy; and, the student must also be given a copy if he or she is sixteen years of age or older

An IEP may also be prepared for students with special needs who are receiving special education programs and/or services, but who have not been identified as exceptional by an IPRC.

Exceptional students, as well as other students who are not identified as exceptional, but who have an IEP and are receiving special education programs and services, should be given every opportunity to achieve the curriculum expectations set out in the provincial curriculum policy documents. For most students with an IEP, the curriculum expectations for a course will be the same as or similar to the course expectations outlined in the appropriate provincial curriculum policy document, except that accommodations such as specialized supports or services will be provided to help the student achieve the expectations. The student's achievement of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents.

For some students with an IEP, curriculum expectations for a course will be *selected* from the appropriate provincial curriculum policy document and modified to meet the student's needs (these modifications can include changes to the grade level of the expectations). In addition, specialized services or other accommodations may be provided to help the student achieve the expectations. The student's achievement of the modified learning expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

A small number of students may require alternative expectations that are not derived from the expectations in the provincial curriculum policy documents. A student's achievement of these expectations will not be assessed according to the assessment policies in the

provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

### Secondary schools may:

- offer individual assistance to students with identified special education needs
- offer a wide range of programs
- offer partial withdrawal to the Special Education Resource Unit
- monitor, advise and counsel students

Support and program modification are identified in an Individual Education Plan (IEP). Students, officially identified or not, who are experiencing learning difficulties may receive assistance with test preparation, note taking and assignment completion through the Special Education Department. Students or parents may request this service, but usually the students are referred by the special education teacher in the elementary school. For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal. *For further information go to:* <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>

### NATIVE STUDIES

As the first people of Canada, Aboriginal peoples are unique in Canada's mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

Native Studies provides *all students* with an increased awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada.

Native Studies may be offered in any secondary schools in Bluewater. *Please contact your guidance teacher/counsellor re: availability in your secondary school.*

### ENGLISH LANGUAGE LEARNERS

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students.

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>, p. 31  
<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

## **SPECIAL PROGRAMMING PATHWAYS**

The Ontario Ministry of Education has encouraged all Ontario School Boards to develop pathways that meet the needs of, and provide opportunities for the success of every student. Bluewater secondary schools are committed to offering a variety of excellent programming options, and every **destination pathway** provides students with four years of meaningful and productive secondary school education.

Locally Developed Grade 9 courses in Mathematics, English and Science are designed to prepare students to:

- reach the standards needed for success in Applied or Academic Grade 9 courses
- or**
- continue into Locally Developed Grade 10 courses and then to Workplace Destination courses working toward achieving an Ontario Secondary School Diploma (30 credits, 18 of which are compulsory) and moving from school to work or college, or apprenticeship
- or**
- continue taking courses that will lead to achieving an Ontario Secondary School Certificate (minimum of 14 credits, 7 of which are compulsory)
- or**
- a mixture of credit and non-credit life skills courses are available for students with significant learning needs.

Pathways vary from school to school. Every student should begin to choose courses with a view to a destination beyond high school. Destinations may include: college, the workplace, university, apprenticeships or a mixture of these. Students and their parents are encouraged to meet with Guidance teachers/counsellors, Learning Resource Teachers or Student Success Contact Teachers to discuss pathways that will be interesting, challenging and helpful.

Success in secondary school can lead to many valued post-secondary opportunities, including work placements, university, apprenticeships, and college.

## **GUIDANCE AND CAREER EDUCATION**

Each secondary school provides a range of information and counselling programs to its community. Guidance teachers perform many functions. Among those offered are:

- providing information and programs on careers and post-secondary education
- counselling regarding educational planning, career awareness and personal concerns
- facilitating applications to universities, colleges and other educational institutions
- making available information on scholarships, bursaries and student awards
- assisting students to achieve their academic potential and to determine interests in and aptitudes for certain careers
- referring students to appropriate community agencies/organizations

Strict confidentiality is maintained. Each school has its own policy for arranging student interviews with the guidance teacher.

### **myBlueprint.ca**

To support educational planning and the course selection process, all parents and students are encouraged to access myBlueprint.ca

<http://www.myBlueprint.ca> lets you build customized high school course plans, instantly identify the post-secondary opportunities that you have unlocked, and explore valuable information for every destination in Canada. See your guidance teacher for the activation code.

2012-2013  
Individual Secondary School Course Calendar Section  
Follows



Individual Secondary School Course Calendars are posted to the board website.

To view a calendar electronically, please visit  
[www.bwdsb.on.ca](http://www.bwdsb.on.ca)

Click on **Schools** on the top navigation bar,  
then **Secondary** on the left navigation bar,  
and finally **Course Calendars**

# Peninsula Shores District School

## 2012 - 2013

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*Guidance contact: Ruth Ann Pickett  
519-534-2205 ext. 528*

# PENINSULA SHORES DISTRICT SCHOOL

## Introduction

Welcome to Peninsula Shores District School--home of the PHOENIX. Built in 2005, our facility offers many exciting opportunities for students from Kindergarten to Grade 12. Our school includes a 400 seat auditorium which is an excellent venue for school drama productions, musical theatre performances, guest speakers and school assemblies. In addition, this auditorium can be booked for community events. Our students also have access to computer labs, a large gymnasium capable of running two physical education programs concurrently, an outdoor athletic field and first-rate technology facilities.

We have a dedicated staff who works hard to ensure that each and every student has the opportunity to succeed. If you want to be part of a warm, caring and exciting learning environment that will inspire you and challenge you to become the best that you can be, come to Peninsula Shores District School.

## School Goals and Philosophy

PSDS is a learning organization committed to a high standard of excellence and continuous student learning. As part of the Bluewater District School Board, we believe in quality, equity, partnerships, accountability and a safe environment. We foster a learning environment that assists each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships and work effectively. Literacy, Numeracy, Pathways and Community, Culture and Caring are the four pillars of student success. At Peninsula Shores District School, our focus is improvement within all four pillars to ensure that each student has the opportunity for a rewarding and successful secondary school experience.

## Roles and Responsibilities

Respect and responsibility are demonstrated when a **student**:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, others and those in authority
- refrains from bringing anything to school that may compromise the safety of others
- follows the established rules and takes responsibility for his or her own actions

**Principals** take a daily leadership role in the school by:

- demonstrating care and commitment to academic excellence in a safe teaching and learning environment
- holding everyone, under their authority, accountable for their behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community

**Teachers and school staff** hold everyone to the highest standard of respectful/responsible behaviour when they:

- help students work to their full potential and self-worth
- empower students to be leaders in class, school, community
- maintain consistent standards of behaviour for all students
- demonstrate respect for all members of the school community
- prepare students for the full responsibilities of citizenship

**Parents** support a safe and respectful learning environment when they:

- show an active interest in their child's work and progress
- communicate regularly with the school
- help their child be neat, appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with the Code and school rules
- encourage and assist their child in following the rules of behaviour
- assist school staff in dealing with disciplinary issues involving their child

The Bluewater District School Board has a Safe Schools policy. For detailed information regarding this policy, refer to [www.bwdsb.on.ca](http://www.bwdsb.on.ca). Details on school policies and procedures are found in the school planner which is given to each student when they register.

## **Code of Conduct**

Bluewater District School Board believes that it is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community. The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and School Codes of Conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*. This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education Policy/Program Memoranda (PPM) as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education (PPM). [http://www.psd.bwdsb.on.ca/about\\_us/Conduct](http://www.psd.bwdsb.on.ca/about_us/Conduct)

## **Support Services**

### **Chippewas of Nawash Education Counsellor**

A Chippewas of Nawash counsellor is available to discuss with students any educational, financial or personal issues. A schedule will be posted in the Student Services area.

### **Choices: Drug and Alcohol Counselling for Youth**

A counsellor is available on a bi-weekly basis in the office for confidential substance abuse support.

### **Sexual Health Clinic**

A public health nurse is available to provide free and confidential counselling. A schedule will be posted in the Student Services area.

### **Counselling Services**

Our school offers full time counselling services for academic, career and personal issues. Our guidance office provides many resources relating to all aspects of counselling.

### **Y Employment Counselling**

An employment counsellor comes to our school on alternate Mondays to support students looking for part time, full time or summer employment. The counsellor will also assist students in finding a career path that is right for them.

## **Extra-Curricular Activities**

A strong extra-curricular program enhances the positive environment of our school and promotes a student's sense of well-being. Our extra-curricular program broadens the definition of success for our students and provides opportunities for students to strive for excellence in a non-academic setting.

PSDS students can participate in a wide variety of activities. The physical education program involves a large number of students through course delivery and intramural activities. School teams are available in most BAA sports and we have a long history of excellent performances.

Some other extracurricular activities are:

- Band
- Chess Club
- Drama
- Students' Council
- Athletic Council
- Art Council
- Yearbook Committee
- Talent Show
- Arts Night
- Business Studies and Mathematics Contests
- Public Speaking and Writing Competitions
- International Student Exchanges
- Europe Trip (alternate years)
- Tech. Skills Competition

## **School Programs**

### **Program Pathways**

A program pathway is the combination of courses that make up your educational program and the supports provided by that program. It is designed to lead you to one of the following destinations: the workplace, apprenticeship, college or university. You can choose from a variety of types of courses to meet the needs of your individual pathway, including: academic, applied, locally developed, open, workplace, college, university/college and university.

### **Innovation in Bluewater**

PSDS offers a wide range of programming to accommodate all learners' needs. In order to provide a greater depth and breadth of courses to our students, many schools in Bluewater are working in partnership to offer courses through alternative means. See your guidance counsellor for more details.

### **e-Learning Ontario**

e-Learning Ontario is an essential online resource for the Ontario-funded school system, providing elementary and secondary teachers and learners with the flexibility they need to reach their goals. Through e-Learning Ontario, the Ministry of Education offers participating school boards new ways to teach Ontario's curriculum and help their students succeed. For more information about this new initiative, go to [www.elearningontario.ca](http://www.elearningontario.ca).

### **Specialist High Skills Major (SHSM)**

## **HOSPITALITY AND TOURISM**

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Through partnerships with local businesses, non-profit organizations and post secondary institutions, the SHSM students have opportunities to gain various experiences in their SHSM sector. Students completing the SHSM requirements receive a unique designation on their Ontario Secondary Diploma (OSSD) recognizing their achievements.

The Hospitality and Tourism Program at PSDS provides students with excellent opportunities to gain valuable knowledge, experience and skills in this growing sector. With local partners such as the Waterview Resort, Cobble Beach, the Green Door, and Bruce County Tourism, students are able to learn from experienced professionals in the field. SHSM students also will earn valuable certifications such as First Aid, CPR and WHMIS.

The Hospitality and Tourism Designation recognizes the wide variety of employment opportunities in our local community. Whether you are interested in cooking, outdoor adventures, hairstyling or working at a local resort, you will gain the experience, certifications and skills that will help you ‘get the edge’ in what is the fastest growing employment sector in our area.

### SHSM Components

Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
One of: Travel & Tourism	One of: Environment & Resource Management  Culinary Arts  Hairstyling & Aesthetics	One of: Travel & Tourism  Physical Geography	One of: Environment & Resource Management  Food & Nutrition Science	One of: Physical Geography	One of: Environment & Resource Management  Food & Nutrition Science	One of: Travel & Tourism	One of: Environment & Resource Management  Culinary Arts  Hairstyling & Aesthetics
One of: Leadership  Hairstyling and Aesthetics  Culinary Arts	One of: Eco-Shores  Hairstyling & Aesthetics	One of: Leadership  Spanish  Culinary Arts	One of: Eco-Shores  Culinary Arts  Chemistry  Accounting	One of: Accounting  Chemistry	One of: Chemistry  World Issues  Biology	One of: Leadership  Hairstyling & Aesthetics  Phys. Ed.	One of: Hairstyling & Aesthetics  Physical Education

	Apprenticeship	College	University	Workplace	Needed
<b>Contextualized Learning Activities</b>	One in English One in Math One in Science	One in English One in Math One in Science	One in English One in Math One in Science	One in English One in Math One in Science	3
<b>Co-op Credits</b> - must be related to a Major Credit	2	2	2	2	2
<b>Credit in Science or Business</b>	One of Entrepreneurship Environmental Sc. Science	One of Entrepreneurship Accounting Biology	One of Biology Accounting	One of Environmental Sc. Science	1

#### Sector Recognized Certificates and Training

					Needed
<b>Required Certificates</b>	Standard First Aid	CPR, Level A	Customer Service	WHMIS	4
<b>Elective Certificates</b>	Basic Tourism	Canoeing/Paddling Techniques	Cook / Line Cook	Events Coordinator	2
	Fishing Guide	Guest Services	Heritage Interpreter	Housekeeping Services	
	Life Saving	Safe Food Handling – Advanced	Safe Food Handling - Basic	Smart Serve	
	Ticket Agent	Spa etiquette	GPS	Tour Guide	

#### Experiential Learning and Career Exploration Activities

Job Shadowing, Job Twinning, Worksite Tours, Career Fair, Skills Competition, etc...	3 Needed
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#### “Reach-Ahead” Experiences

Monitoring Classes at a College, Touring a Related Business	3 Needed
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## **Course Selection Guidelines**

The key to success in high school and beyond high school is to plan carefully. Thoughtful planning can ensure that you make the right choices for you at the appropriate level.

Students wishing to change a course should consult with the guidance counsellor and the subject teachers. It may be in the best interests of the student to alter a timetable by dropping, adding or changing courses. **Course changes should be completed no later than 3 weeks after the start of the semester.** Changes for a following semester can be done at any time.

Changes can be made from academic to applied, applied to academic, and locally developed compulsory to applied when moving from Grade 9 to Grade 10. A crossover course, or attending summer school to upgrade, is recommended by the Principal for students moving from applied to academic. Crossover courses are self-directed and self-evaluated and can be done over the summer for students wanting to set the stage for success at the new level.

## **School Year and Reporting Periods**

At PSDS, eight courses can be scheduled in any one school year. It is a semestered school with four courses from September to January, and four courses offered from February to June. Final examinations are scheduled at the end of each semester. Each semester is divided into two terms, and at the conclusion of each term a formal report card goes home. There are four reporting periods per year.

## **Graduation**

### **General Criteria:**

Since the graduation at PSDS occurs in June, award winners must be determined prior to June 10th. Hence, the following criteria are necessary. To be considered for graduation awards, students must have completed the following by **May 31st** of the graduating year:

- Successful completion of the Literacy Requirement;
- Successful completion of the 40 hours of Community Involvement, with the required documentation submitted to the school office;
- Final exam for any distance education course (i.e., an ILC), required for graduation or post secondary admission, must be written.

## DIPLOMA REQUIREMENTS

Students entering Secondary School on/after Sept. 1999

COURSE	CREDITS	RECEIVED
<b>English</b> (1 credit per grade)	4	○ ○ ○ ○
<b>Mathematics</b> (at least 1 credit in Grade 11 or 12)	3	○ ○ ○
<b>Science</b>	2	○ ○
<b>French</b>	1	○
<b>Canadian History</b>	1	○
<b>Canadian Geography</b>	1	○
<b>The Arts</b> (Visual Arts, Music, Drama)	1	○
<b>Health and Physical Education</b>	1	○
<b>Civics</b> (1/2 credit)	.5	○
<b>Career Studies</b> (1/2 credit)	.5	○
1 Additional Credit in English, or French as a second language**, or a Native language, or Native studies, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education*	1	○
1 additional credit in health and physical education, or business studies or the arts, or French as a second language**, or cooperative education*	1	○
1 additional credit in science, or technological education, or French as a second language**, or computer studies or cooperative education*	1	○
<b>Optional Credits</b> (may include up to 4 credits achieved through approved Dual Credit courses)	12	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

\* A maximum of 2 credits in cooperative education can count as compulsory credits.\*

\*\*In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.\*\*

**40 Hours of Community Involvement**

A student requires a minimum of forty hours of community involvement to develop awareness of community responsibility. Your guidance counsellor can provide a list of possible types of volunteer work that would qualify for the forty hour requirement.

**Grade 10 Literacy**

Students are required to pass the grade 10 Ontario Secondary School Literacy Test (OSSLT) to receive a diploma. The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 10 Literacy Requirement. After one unsuccessful attempt of the OSSLT, students may be eligible to take the OSSLC if the principal determines that it is in the best educational interests of the student.

## Course Offerings for 2012-2013

Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	2013/14
<b>The Arts</b>					
Drama		ADA2O	ADA3M	ADA4M	
Instrumental Music	AMU1O	AMU2O	AMU3M	AMU4M	
Vocal Music	AMV1O	AMV2O	AMV3M	AMV4M	
Guitar		AMG2O	AMG3O	AMG4M	
Visual Art	AVI1O	AVI2O	AVI3O/AVI3M	AVI4M	
Photography			AWQ3MI		
<b>Business Studies</b>					
Accounting			BAF3M	BAT4M	
Marketing			BMI3C		
<b>Canadian &amp; World Studies</b>					
Canadian Geography	CGC1P/1D				
Physical Geography					CGF3M
Travel and Tourism			CGG3O		
Canadian and World Issues				CGW4U	
Civics		CHV2O (0.5)			
Canadian History		CHC2D/2P/2L			
World History to 16th century					CHW3M
World History – The West and the World				*CHY4C/CHY4U	
Law			CLU3M	CLN4U	
<b>Cooperative Education</b>	<b>Co-op</b>	<b>Co-op</b>	<b>Co-op</b>	<b>Co-op</b>	
<b>English</b>					
	ENG1L ENG1P ENG1D	ENG2L ENG2P ENG2D	ENG3E ENG3C ENG3U	ENG4E ENG4C ENG4U	
Media			*EMS3O		
Writer's Craft				EWC4C/4U	
Literacy Course				OLC4O	
<b>French</b>					
	FSF1P FSF1D	FSF2D	FSF3U	FSF4U	
<b>Guidance</b>					
Career Studies		GLC2O (0.5)			
Leadership and Peer Tutoring			GPP3O		
<b>Health &amp; Physical Education</b>					
Healthy Active Living Education	PPL1O	PPL2O	PPL3O	PPL4O	
Recreation & Fitness Leadership				PLF4CI	
<b>Interdisciplinary Studies</b>					
Culinary Arts			IDC3O	IDC4O	
<b>International Languages</b>					
Spanish		*LWSBD			
<b>Mathematics</b>					
Locally Developed Mathematics	MAT1L	MAT2L			
Math for Work & Everyday Life			MEL3E	MEL4E	
Foundations of Mathematics	MFM1P	MFM2P			
Principles of Mathematics	MPM1D	MPM2D			
Functions and Applications			MCF3M		
Functions			MCR3U		
Foundations for College Mathematics			MBF3C	MAP4C	
Calculus & Vectors				*MCV4U	
Advanced Functions				MHF4U	

Some courses may be offered through eLO. Course availability is subject to enrolment.

\*The courses marked with an asterisk will not be offered in 2013/2014. They will be replaced with the courses in the right hand column.

<b>Native Languages</b>					
Ojibway	*LNOAO	*LNOBO			
<b>Native Studies</b>					
Expressing Aboriginal Cultures	NAC10				
Issues of Indigenous Peoples in a Global Context				NDW4M	
<b>Science</b>					
	SNC1L SNC1P SNC1D	SNC2L SNC2P SNC2D	SVN3E	SNC4E	
Biology			SBI3C		SBI3U SBI4U
Chemistry			*SCH3U	*SCH4U *SCH4C	
Physics					SPH3U SPH4U SPH4C
<b>Social Sciences &amp; Humanities</b>					
Food & Nutrition		HFN20			
Food and Nutrition Sciences				HFA4M	
Parenting			HPC3O		
Individuals & Families in a Diverse Society				HHS4M	
<b>Technological Studies</b>					
Exploring Technologies	TIJ10				
Construction		TCJ2O	TCJ3E TCJ3C	TCJ4E TCJ4C	
Manufacturing			TMJ3E TMJ3C	TMJ4E TMJ4C	
Technological Design		TDJ2O			
Hairstyling & Aesthetics			TXJ3E	TXJ4E	
Communications Technology	TGJ1O	TGJ2O	TGJ3M	TGJ4M	
<b>Two Credit Package</b>					
Eco-Shores					CGR4M & PAD4O

Some courses may be offered through eLO. Course availability is subject to enrolment.

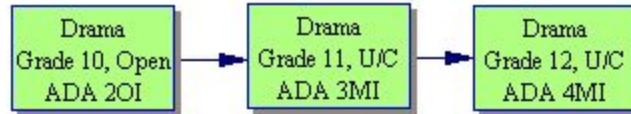
\*The courses marked with an asterisk will not be offered in 2013/2014. They will be replaced with the courses in the right hand column.

# COURSE DESCRIPTIONS AND PREREQUISITES

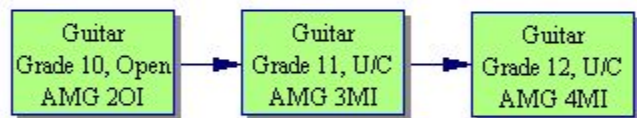
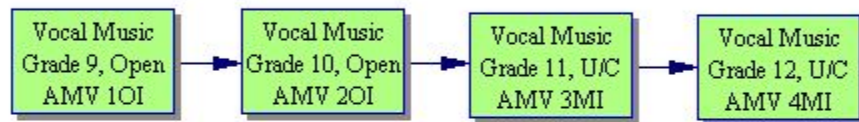
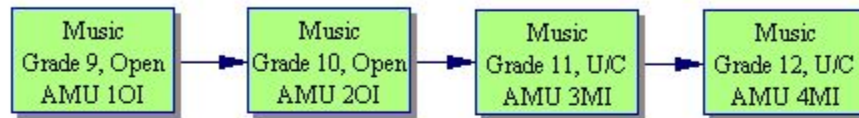
## THE ARTS

The Arts flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.

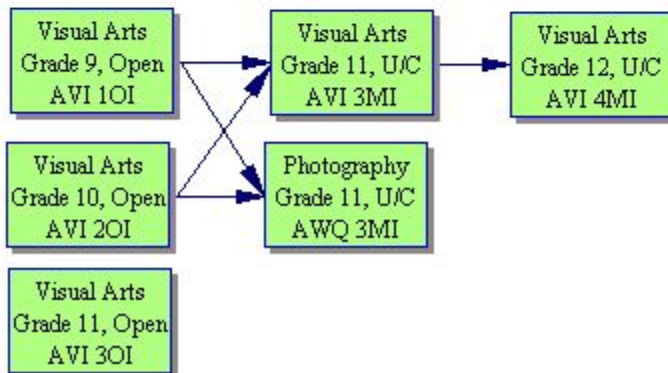
### Drama



### Music



### Visual Arts



### DRAMA

#### **ADA2OI – DRAMA (OPEN)**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

**Prerequisite:** None

### **ADA3MI – DRAMA (UNIVERSITY/COLLEGE)**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

**Prerequisite:** ADA2OI

### **ADA4MI – DRAMA (UNIVERSITY/COLLEGE)**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** ADA3MI

## **MUSIC**

### **AMG2OI -- GUITAR (OPEN)**

This course introduces the student to guitar music. Striking a balance between challenge and skill, the course is aimed at developing technique, sensitivity, and creativity. Students will participate in a variety of activities focusing on the basics of strumming, chording, and finger picking.

**Prerequisite:** None

### **AMG3MI (Grade 11, College/University)**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for students who wish to advance their playing skill or learn introductory skills.

**Prerequisite:** AMG2OI

### **AMG4MI-- GUITAR (Grade 12, College/University)**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. This course will focus on the continuation of the skills introduced in AMG3MI. Advanced students will have opportunities to perform alone and in small ensembles.

**Prerequisite:** AMG3MI

### **AMU1OI – MUSIC (OPEN)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** None

### **AMU2OI – MUSIC (OPEN)**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

### **AMU3MI – MUSIC (UNIVERSITY/COLLEGE PREPARATION)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Prerequisite:** AMU1OI or AMU2OI

### **AMU4MI – MUSIC (UNIVERSITY/COLLEGE PREPARATION)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **Prerequisite:** AMU3MI

### **VOCAL MUSIC**

#### **AMV1OI – VOCAL MUSIC (OPEN)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

#### **AMV2OI – VOCAL MUSIC (OPEN)**

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. **Prerequisite:** None

#### **AMV3MI – VOCAL MUSIC (UNIVERSITY/COLLEGE PREPARATION)**

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music and Canadian and non-Western music. Students will perform technical exercises and the appropriate repertoire. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. **Prerequisite:** AMV2OI or with the permission of the music department

#### **AMV4MI – VOCAL MUSIC (UNIVERSITY/COLLEGE PREPARATION)**

This course emphasizes the appreciation, analysis, and performance of music at a more intense level. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects, such as writing an original song. **Prerequisite:** AMV3MI

## **VISUAL ARTS**

### **AVI1OI – VISUAL ARTS (OPEN)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

### **AVI2OI – VISUAL ARTS (OPEN)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

### **AVI3OI – VISUAL ARTS (OPEN)**

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** None

### **AVI3MI – VISUAL ARTS (UNIVERSITY/COLLEGE)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design).

**Prerequisite:** AVI1OI or AVI2OI

### **AWQ3MI—PHOTOGRAPHY (UNIVERSITY/COLLEGE PREPARATION)**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. The course will focus on students learning advanced still photography, darkroom techniques, digital photography and computer graphics as related to photography. Recommended for students interested in graphic arts, media, and computer graphics as post secondary studies and careers.

**Prerequisite:** AVI1OI or AVI2OI

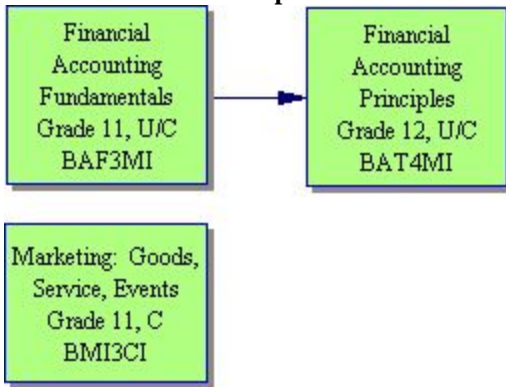
### **AVI4MI – VISUAL ARTS (UNIVERSITY/COLLEGE PREPARATION)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** AVI3MI

## BUSINESS STUDIES

The Business flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### **BAF3MI – FINANCIAL ACCOUNTING FUNDAMENTALS (UNIVERSITY/COLLEGE)**

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issue and ethics in accounting.

**Prerequisite:** None

### **BAT4MI – FINANCIAL ACCOUNTING PRINCIPLES (UNIVERSITY/COLLEGE)**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

**Prerequisite:** BAF3MI

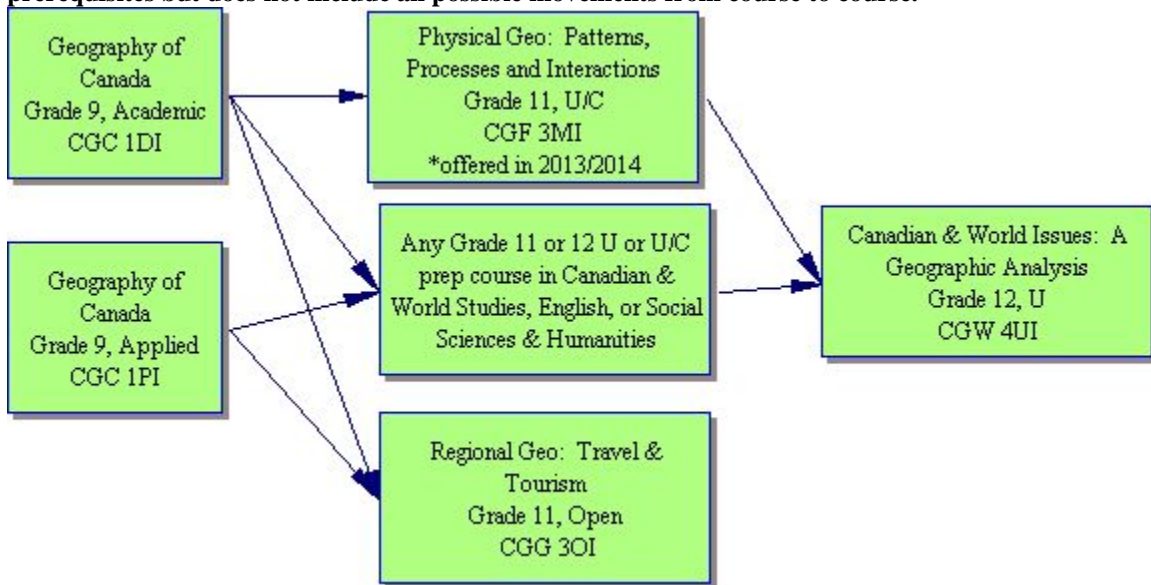
### **BMI3CI – MARKETING: GOODS, SERVICE, EVENTS (COLLEGE PREPARATION)**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

## CANADIAN AND WORLD STUDIES – GEOGRAPHY

The Geography flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### CGC1DI – GEOGRAPHY OF CANADA (ACADEMIC)

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

### CGC1PI – GEOGRAPHY OF CANADA (APPLIED)

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

### CGF3MI – PHYSICAL GEOGRAPHY: PATTERNS, PROCESSES, AND INTERACTIONS (UNIVERSITY/COLLEGE PREPARATION)

*\*NOT AVAILABLE IN 2012/13*

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. **This course is offered every other year. IT WILL BE OFFERED IN 2013/14.**

**Prerequisite:** CGC1DI

### CGG3OI – REGIONAL GEOGRAPHY: TRAVEL AND TOURISM (OPEN)

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

**This course is offered every other year.**

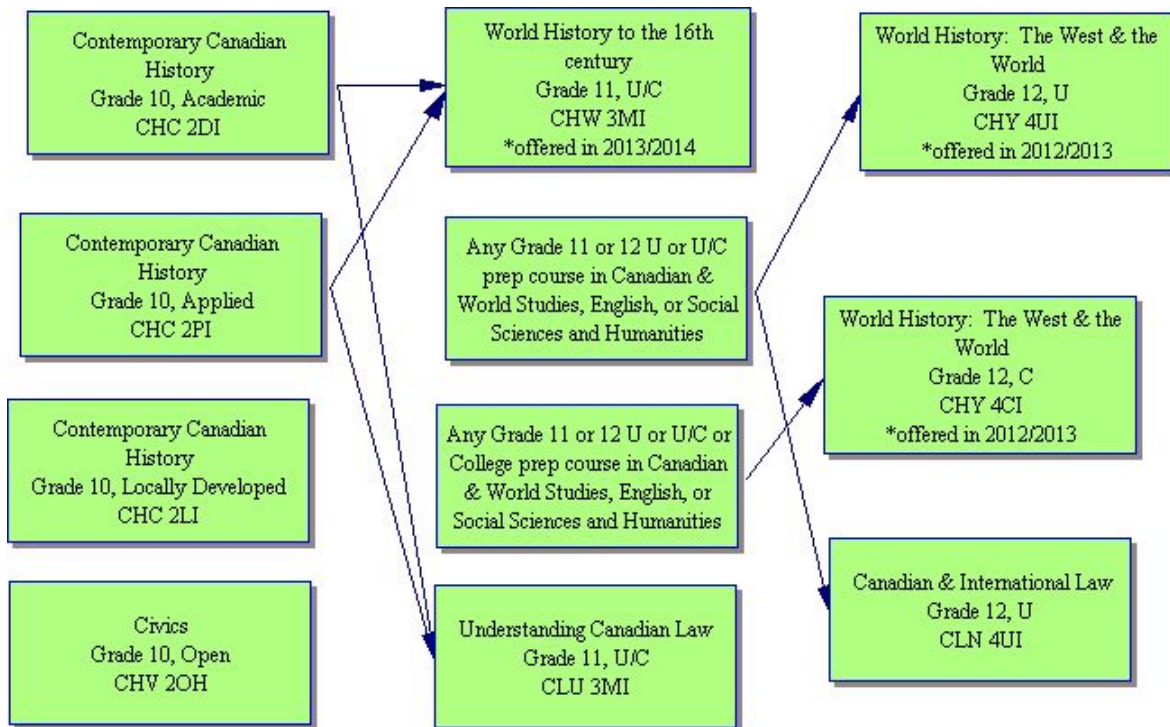
**Prerequisite:** CGC1DI or CGC1P

**CGW4UI – CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS (UNIVERSITY PREPARATION)**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. **Prerequisite:** Any Grade 11 3U/3M Canadian or World Studies course

**CANADIAN AND WORLD STUDIES – HISTORY AND LAW**

The History flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



**CHC2DI - CONTEMPORARY CANADIAN HISTORY (ACADEMIC)**

This course explores the local, national, and global forces that have shaped Canada’s national identity from World War 1 to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

**CHC2PI – CONTEMPORARY CANADIAN HISTORY (APPLIED)**

This course explores some of the events and experiences that have influenced the development of Canada’s identity as a nation, from World War 1 to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

### **CHC2LI – CONTEMPORARY CANADIAN HISTORY (LOCALLY DEVELOPED)**

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies, Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

### **CHV2OH – CIVICS (OPEN)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions, and learn how to think critically about public issues and react responsibly to them. *This is a 0.5 credit.*

### **CHW3MI – WORLD HISTORY TO THE 16<sup>th</sup> CENTURY (UNIVERSITY/COLLEGE)**

*\*NOT AVAILABLE IN 2012/13*

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyse diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.

**CHW3MI is available every other year. IT WILL BE OFFERED IN 2013/14.**

**Prerequisite:** CHC2DI or CHC2PI

### **CHY4CI – WORLD HISTORY: THE WEST & THE WORLD (COLLEGE PREP)**

*\*NOT AVAILABLE IN 2013/14*

This course explores the history of the world since the sixteenth century, emphasizing the interaction between the emerging West and other regions of the world. Students will learn about a variety of economic, social, and political systems and the changes they have undergone over time. Students will apply their developing skills of historical inquiry to understand and communicate ideas about the forces that have formed our modern world.

**CHY4CI will be offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** Any U or M or C course in Canadian and World Studies, English, or Social Sciences and Humanities.

### **CHY4UI – WORLD HISTORY: THE WEST & THE WORLD (UNIVERSITY)**

*\*NOT AVAILABLE IN 2013/14*

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political, and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

**CHY4UI will be offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** Any U or M or C course in Canadian and World Studies, English, or Social Sciences and Humanities.

## LAW

### **CLU3MI–UNDERSTANDING CANADIAN LAW (UNIVERSITY/COLLEGE PREPARATION)**

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada's legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

**Prerequisite:** CHC2DI or CHC2PI

### **CLN4UI – CANADIAN AND INTERNATIONAL LAW (UNIVERSITY PREPARATION)**

This course examines elements of Canadian and International law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyse legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

## **COOPERATIVE EDUCATION**

Cooperative education permits you to spend at least half of each school day in a work placement in the community where you will be able to observe and participate in a real work experience. The cooperative education course consists of two components: a classroom component comprised of pre-placement and integration activities and a placement component with an employer in the community. Through these two components, the cooperative education course prepares the student for the successful participation in a work placement and also provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in their related school courses.

### **Prerequisites:**

- It is recommended that you are entering your third or fourth year of secondary school.
- You must be accepted into the program by completing a separate Co-op application and having an interview with the teacher responsible for the course.
- You should have a satisfactory record of attendance, punctuality, behaviour and academic standing.

### **Bruce Power Cooperative Education Program**

A four credit cooperative education program is offered at the nuclear stations operated by Bruce Power. This program is usually offered in only one semester per school year. Students may have the opportunity to work in the following areas:

Mechanical maintenance	Drafting
Control maintenance	Engineering
Communications	Chemical lab technician
Human resources	Nuclear operator
Finance	Auto mechanics
Information technology	Audio visual
Computer programming	Clerical support
Fire fighting and safety	Regulatory affairs
Security	Environmental

A detailed application process is required to be completed by the students. Some of the criteria for selection include the following:

- Academic standing – specifically in math and science
- Minimum age of 16, some placements a minimum of 18
- Teacher and Guidance Department reference
- Attendance records
- Interview with teacher responsible for the program
- Related work experience, extracurricular experiences
- Security clearance
- Availability of desired placement

## **Ontario Youth Apprenticeship Program (OYAP)**

OYAP is a structured coop program with the focus on apprenticeship training. Students can complete part of an apprenticeship while earning their O.S.S.D.

Apprenticeship is a way of learning a skilled trade from a professional tradesperson. Workplace training is based on training standards set by industry which define expected performance objectives.

### Benefits

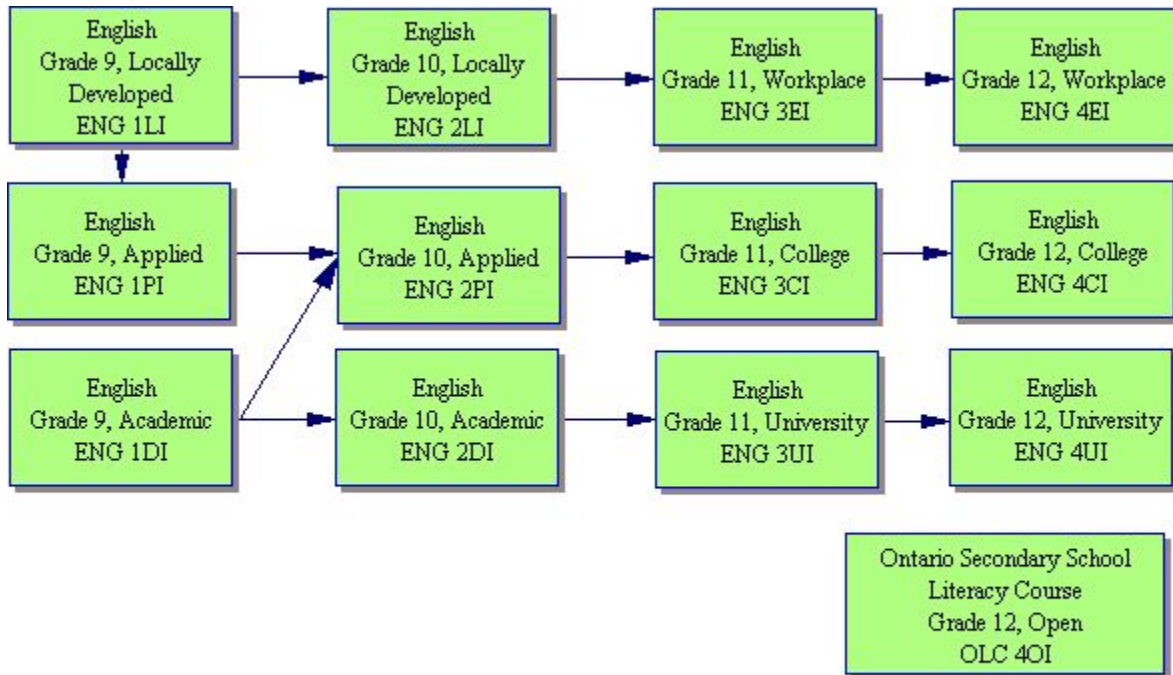
- Begin a skilled occupation as an apprentice while still in high school
- Develop skilled trade related competencies
- Collect hours toward a skilled occupation
- Earn coop credits
- Have potential to earn money while you learn
- O.Y.A.P. apprentices are exempt from registration fees
- Apprenticeship in-school training is currently paid by M.T.C.U.
- Employers invest time and money in providing on-the-job training

OYAP is for Grade 11 and 12 students who:

- Have completed at least 16 credits;
- Are at least 16 years of age;
- Are enrolled in school full time as defined in the Enrolment Register for Secondary Schools

## ENGLISH

The English Compulsory and Optional Credit Courses flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### ENG1DI – ENGLISH (ACADEMIC)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

### ENG1PI – ENGLISH (APPLIED)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course which leads to college or workplace preparation courses in Grades 11 and 12.

### ENG1LI – ENGLISH (LOCALLY DEVELOPED COMPULSORY CREDIT)

This course is designed for those who are not yet prepared to meet the demands of Applied English. In this course, students will have the opportunity for more intensive and individualized help. A major emphasis is the improvement of writing skills, including spelling, capitalization, punctuation, sentence structure, and paragraphing. Reading activities will focus on improving vocabulary, level of difficulty and comprehension. (Before choosing this course, it is important to consult with the student's elementary school).

**ENG2DI – ENGLISH (ACADEMIC)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Prerequisite:** ENG1D or ENG1P

**ENG2PI – ENGLISH (APPLIED)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**Prerequisite:** ENG1D or ENG1P

**ENG2LI – ENGLISH (LOCALLY DEVELOPED)**

This course is designed for those who are not yet prepared to meet the demands of Applied English. In this course, students will have the opportunity for more intensive and individualized help. A major emphasis is the improvement of writing skills, including spelling, capitalization, punctuation, sentence structure, and paragraphing. Reading activities will focus on improving vocabulary, level of difficulty and comprehension.

**Prerequisite:** Grade 9 English

**ENG3UI – ENGLISH (UNIVERSITY PREPARATION)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** ENG2D

**ENG3CI – ENGLISH (COLLEGE PREPARATION)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** ENG2P

**ENG3EI – ENGLISH (WORKPLACE PREPARATION)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts, and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**Prerequisite:** ENG2PI or ENG2LI

**ENG4UI – ENGLISH (UNIVERSITY PREPARATION)**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures, interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** ENG3UI

**ENG4CI – ENGLISH (COLLEGE PREPARATION)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Prerequisite:** ENG3CI

**ENG4EI – ENGLISH (WORKPLACE PREPARATION)**

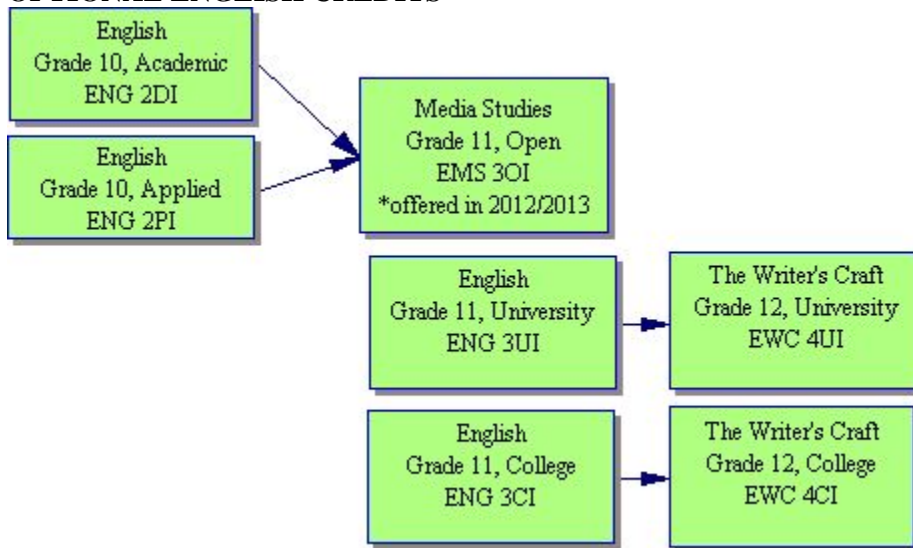
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

**Prerequisite:** ENG3EI

**OLC4OI – ONTARIO SECONDARY SCHOOL LITERACY COURSE (OPEN)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, informational paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

## OPTIONAL ENGLISH CREDITS



### EMS3OI – MEDIA STUDIES (OPEN)

*\*NOT AVAILABLE IN 2013/14*

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. **This course is offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** ENG2D or ENG2P

### EWC4CI – THE WRITER’S CRAFT (COLLEGE PREPARATION)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing, use a workshop approach to write a variety of works, and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** ENG3CI

### EWC4UI – THE WRITER’S CRAFT (UNIVERSITY PREPARATION)

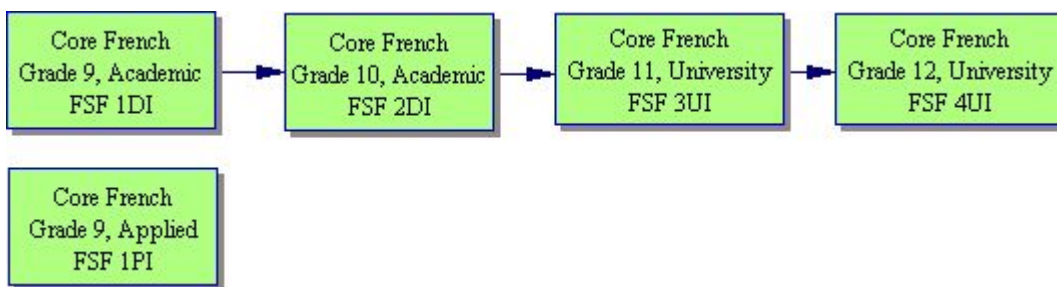
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing, use a workshop approach to produce a range of works, identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** ENG3UI

**Prerequisite:** Students who have been unsuccessful on the OSSLT at least once are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

## FRENCH

The Core French flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### **FSF1DI – CORE FRENCH (ACADEMIC)**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

### **FSF1PI – CORE FRENCH (APPLIED)**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

### **FSF2DI – CORE FRENCH (ACADEMIC)**

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

**Prerequisite:** FSF1DI

### **FSF3UI – CORE FRENCH (UNIVERSITY PREPARATION)**

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** FSF2DI

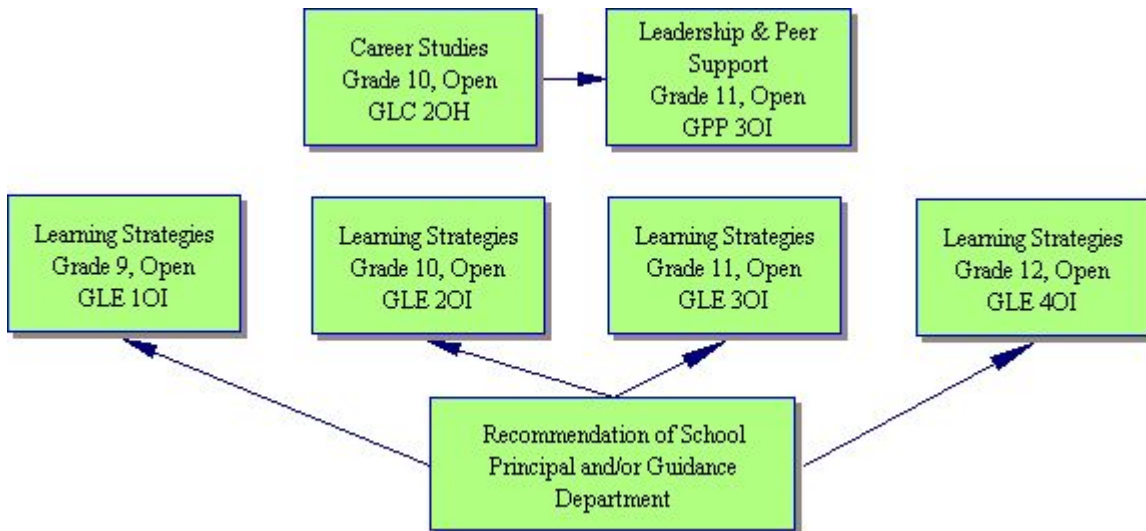
### **FSF4UI – CORE FRENCH (UNIVERSITY PREPARATION)**

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite:** FSF3UI

## GUIDANCE AND CAREER EDUCATION

The Guidance flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### **GLE10/2OI – LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL**

**By Recommendation of Principal**

This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn.

### **GLE30/4OI – ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL**

**By Recommendation of Principal**

This course improves students' learning skills, preparing them to make successful transitions to work and postsecondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and postsecondary education or training and develop plans for learning after secondary school.

### **GLC2OH – CAREER STUDIES (OPEN) (0.5 credit combined with CHV20 Civics)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

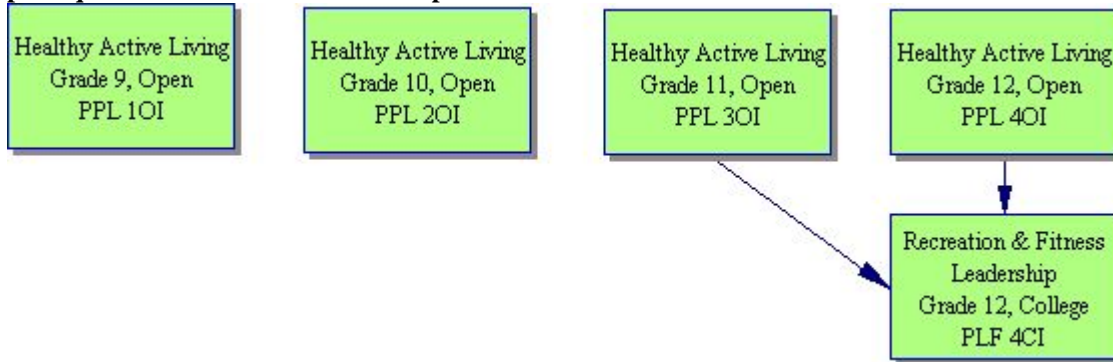
### **GPP3OI – LEADERSHIP AND PEER SUPPORT (OPEN)**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for examples, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite:** Career Studies, Grade 10

## HEALTH AND PHYSICAL EDUCATION

The Health and Phys. Ed. flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### **PPL1OI – HEALTHY ACTIVE LIVING EDUCATION (OPEN)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

### **PPL2OI – HEALTHY ACTIVE LIVING EDUCATION (OPEN)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution and social skills in making personal choices.

### **PPL3OI – HEALTHY ACTIVE LIVING EDUCATION (OPEN)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

### **PPL4OI – HEALTHY ACTIVE LIVING EDUCATION (OPEN)**

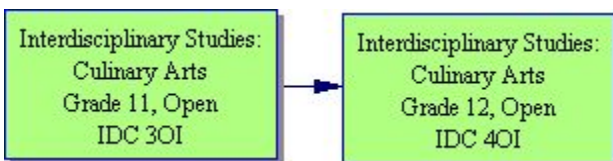
This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

### **PLF4C – RECREATION AND FITNESS LEADERSHIP (COLLEGE PREP)**

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure and fitness leadership.

**Prerequisite:** PPL3OI or PPL4OI

## INTERDISCIPLINARY STUDIES: CULINARY ARTS



### **IDC3OI – CULINARY ARTS (OPEN)**

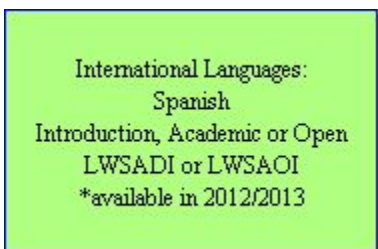
This course combines expectations from the Food and Nutrition Sciences Courses with those from Entrepreneurship: The Enterprising Person. The students will learn to identify a variety of opportunities for employment within various food service businesses both locally and abroad. They will also look at entrepreneurial opportunities that exist within the food service arena. Through practical application students will plan, promote, prepare and serve in the school cafeteria and special event catering.

### **IDC4OI – CULINARY ARTS (OPEN)**

This course also combines expectations from the senior level food science course with those of the business entrepreneurship course. The students will continue to expand their understanding of the employment opportunities that exist in the food services industry as well as increasing their technical knowledge and skill. They will be expected to take a leadership role in the day to day operations for the school cafeteria and special events catering including promotion, menu planning, food costing and quality control.

**Prerequisite:** IDC3OI

## INTERNATIONAL LANGUAGES



### **LWSADI – SPANISH (ACADEMIC)**

***\*NOT AVAILABLE IN 2013/14***

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

**This course will be offered every other year. IT WILL BE AVAILABLE IN 2012/13.**

### **LWSAOI – SPANISH (OPEN)**

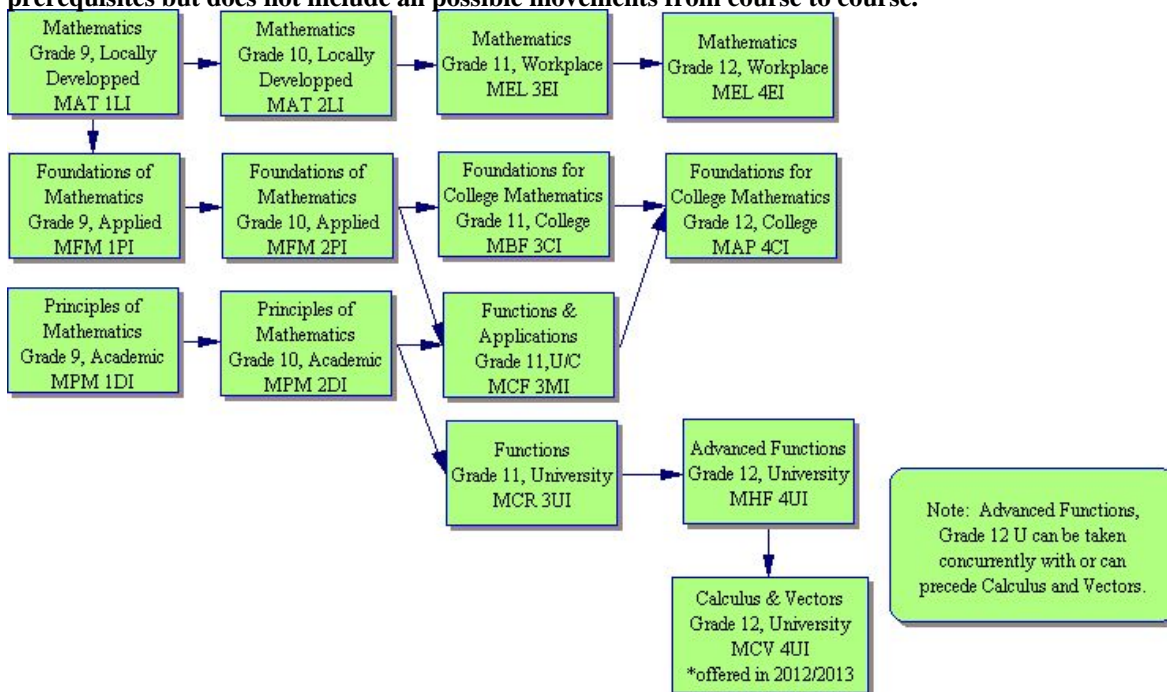
***\*NOT AVAILABLE IN 2013/14***

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

**This course will be offered every other year. IT WILL BE AVAILABLE IN 2012/13.**

# MATHEMATICS

The Mathematics flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



## MPM1DI – PRINCIPLES OF MATHEMATICS (ACADEMIC)

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

## MFM1PI – FOUNDATIONS OF MATHEMATICS (APPLIED)

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. (Note: Students who wish to take MPM2D after completing this course MUST take a transfer course.)

## MAT1LI – MATHEMATICS (LOCALLY DEVELOPED COMPULSORY CREDIT)

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies. (Before choosing an essential course, it is important to consult with the student's elementary school.)

### **MPM2DI – PRINCIPLES OF MATHEMATICS (ACADEMIC)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.

**Prerequisite:** MPM1DI or (MFM1PI and transfer credit)

### **MFM2PI – FOUNDATIONS OF MATHEMATICS (APPLIED)**

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Grade 9 Math

### **MAT2LI – MATHEMATICS (LOCALLY DEVELOPED COMPULSORY)**

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

**Prerequisite:** Grade 9 Math

### **MCR3UI – FUNCTIONS (UNIVERSITY PREPARATION)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM2DI

### **MCF3MI – FUNCTIONS AND APPLICATIONS (UNIVERSITY/COLLEGE)**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM2DI or MFM2PI

### **MBF3CI – FOUNDATIONS FOR COLLEGE MATHEMATICS (COLLEGE PREP)**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one or two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MFM2PI

**MEL3EI – MATHEMATICS FOR WORK AND EVERYDAY LIFE (WORKPLACE)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** MPM1DI, MFM1PI, MAT2LI

**MCV4UI – CALCULUS AND VECTORS (UNIVERSITY) \*NOT AVAILABLE IN 2013/14**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**This course will be offered every other year. IT WILL BE AVAILABLE IN 2012/13.**

**Prerequisites:** Advanced Functions can be taken concurrently with or can precede MCV4UI.

**MHF4UI – ADVANCED FUNCTIONS (UNIVERSITY)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

**Prerequisite:** MCR3UI or MCT4CI

**MAP4CI – FOUNDATIONS FOR COLLEGE MATHEMATICS (COLLEGE PREP)**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

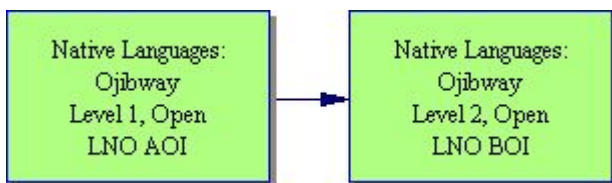
**Prerequisite:** MBF3CI

**MEL4EI – MATHEMATICS FOR WORK AND EVERYDAY LIFE (WORKPLACE)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

## NATIVE LANGUAGES



### **LNOAOI – OJIBWAY (OPEN)**

*\*NOT AVAILABLE IN 2012/2013*

This course will allow students to acquire competence in a Native Language (Ojibway). Students will enrich their communication skills and develop a sensitivity of the language and culture of First Nations.

**THIS COURSE WILL BE AVAILABLE IN 2013/2014.**

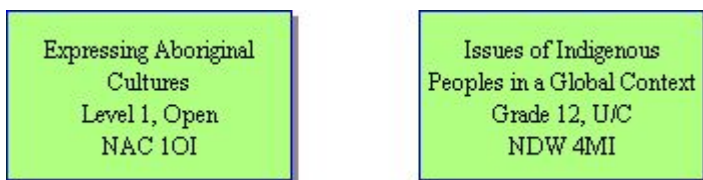
### **LNOBOI – OJIBWAY (OPEN)**

*\*NOT AVAILABLE IN 2012/2013*

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed LNOAOI, or demonstrates the required proficiency.

**THIS COURSE WILL BE AVAILABLE IN 2013/2014.**

## NATIVE STUDIES



### **NAC1OI – EXPRESSING ABORIGINAL CULTURES (OPEN)**

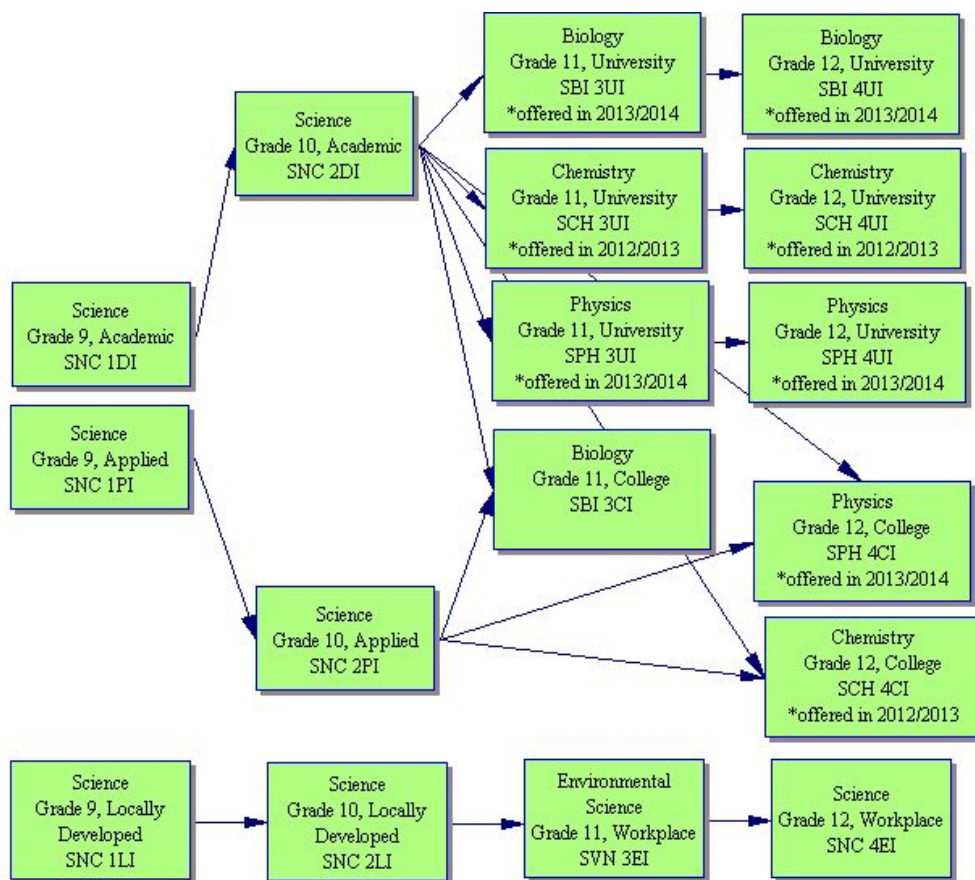
This course examines Aboriginal cultures in Canada through an exploration of art forms—painting, sculpture, storytelling, dance, and music—created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

### **NDW4MI – ISSUES OF INDIGENOUS PEOPLES IN A GLOBAL CONTEXT (UNIVERSITY/COLLEGE)**

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world. **Prerequisite:** None

## SCIENCE

The Science flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### SNC1DI – SCIENCE (ACADEMIC)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

### SNC1PI – SCIENCE (APPLIED)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**SNC1LI – SCIENCE (LOCALLY DEVELOPED)**

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills. (Before choosing an essential course, it is important to consult with the student's elementary school.)

**SNC2DI – SCIENCE (ACADEMIC)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Prerequisite:** SNC1DI

**SNC2PI – SCIENCE (APPLIED)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

**Prerequisite:** SNC1PI or SNC1DI

**SNC2LI – SCIENCE (LOCALLY DEVELOPED)**

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

**Prerequisite:** Grade 9 Science

**SVN3EI – ENVIRONMENTAL SCIENCE (WORKPLACE PREPARATION)**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**Prerequisite:** Grade 10 Science

**SNC4EI – SCIENCE (WORKSPACE PREPARATION)**

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

**Prerequisite:** Grade 11 Science 3E/3C

## **BIOLOGY**

### **SBI3CI – BIOLOGY (COLLEGE PREPARATION)**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SNC2PI or SNC2DI

### **SBI3UI – BIOLOGY (UNIVERSITY PREPARATION) \*NOT AVAILABLE IN 2012/13**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **SBI3UI will be offered every other year.**

**IT WILL BE OFFERED IN 2013/14.**

**Prerequisite:** SNC2DI

### **SBI4UI – BIOLOGY (UNIVERSITY PREPARATION) \*NOT AVAILABLE IN 2012/13**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **SBI4UI will be offered every other year. IT WILL BE OFFERED IN 2013/14.**

**Prerequisite:** SBI3UI

## **CHEMISTRY**

### **SCH3UI – CHEMISTRY (UNIVERSITY PREPARATION) \*NOT AVAILABLE IN 2013/14**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **SCH3UI will be offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** SNC2DI

### **SCH4UI – CHEMISTRY (UNIVERSITY PREPARATION) \*NOT AVAILABLE IN 2013/14**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **SCH4UI will be offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** SCH3UI

### **SCH4CI – CHEMISTRY (COLLEGE PREPARATION) \*NOT AVAILABLE IN 2013/14**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **SCH4CI will be offered every other year. IT WILL BE OFFERED IN 2012/13.**

**Prerequisite:** SNC2DI or SNC2PI

## **PHYSICS**

### **SPH3UI – PHYSICS (UNIVERSITY PREPARATION)      \*NOT AVAILABLE IN 2012/13**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **SPH3UI will be offered every other year. IT WILL BE OFFERED IN 2013/14.      Prerequisite: SNC2DI**

### **SPH4UI – PHYSICS (UNIVERSITY PREPARATION)      \*NOT AVAILABLE IN 2012/13**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**SPH4UI will be offered every other year. IT WILL BE OFFERED IN 2013/14.**

**Prerequisite: SPH3UI**

### **SPH4CI – PHYSICS (COLLEGE PREPARATION)      \*NOT AVAILABLE IN 2012/13**

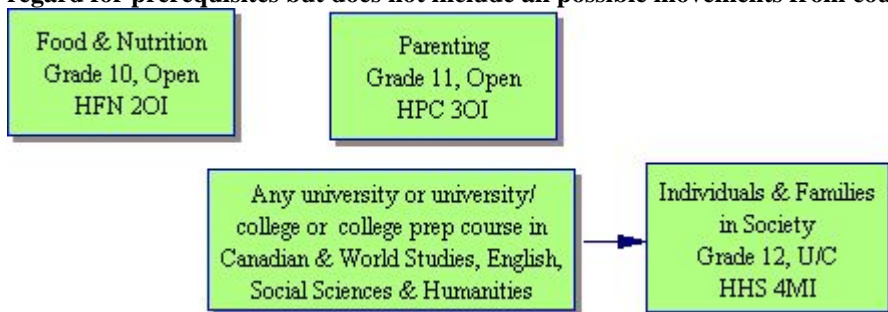
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**SPH4CI will be offered every other year. IT WILL BE OFFERED IN 2013/14.**

**Prerequisite: SNC2DI or SNC2PI**

## **SOCIAL SCIENCES AND HUMANITIES**

The Social Sciences & Humanities flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### **HFN2OI – FOOD AND NUTRITION (OPEN)**

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

**Prerequisite: None**

### HPC3OI – PARENTING (OPEN)

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

**Prerequisite:** None

### HHS4MI – INDIVIDUALS & FAMILIES IN A DIVERSE SOCIETY (UNIVERSITY/COLLEGE)

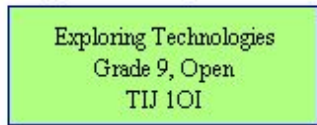
This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent-child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Prerequisite:** Any U, M or C course in Canadian and World Studies, English, or Social Sciences and Humanities.

## TECHNOLOGICAL EDUCATION

The Technology Education flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.

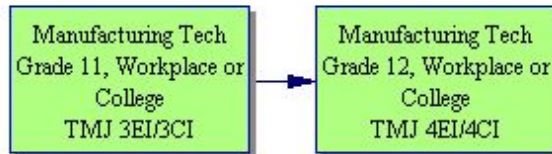
### Exploring Technologies



### Construction Technology



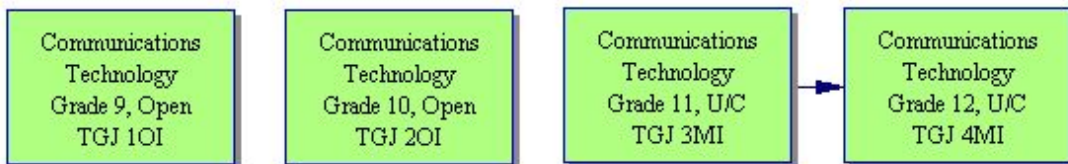
### Manufacturing Technology



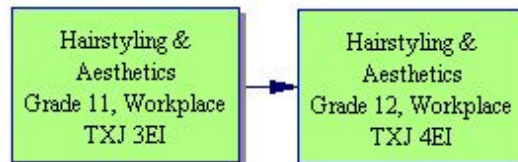
### Technological Design



### Communications Technology



### Hairstyling & Aesthetics



### **TIJ1OI - EXPLORING TECHNOLOGIES (OPEN)**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

### **CONSTRUCTION TECHNOLOGY**

#### **TCJ2OI – CONSTRUCTION TECHNOLOGY (OPEN)**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** None

#### **TCJ3EI – CONSTRUCTION TECHNOLOGY (WORKPLACE PREPARATION)**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, layout, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**Prerequisite:** None

#### **TCJ3CI – CONSTRUCTION TECHNOLOGY (COLLEGE PREPARATION)**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

**Prerequisite:** None

#### **TCJ4EI – CONSTRUCTION TECHNOLOGY (WORKPLACE PREPARATION)**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** TCJ3EI

### **TCJ4CI– CONSTRUCTION TECHNOLOGY (COLLEGE PREPARATION)**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

**Prerequisite:** TCJ3CI

### **MANUFACTURING TECHNOLOGY**

#### **TMJ3EI – MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION)**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry- standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

**Prerequisite:** None

#### **TMJ3CI – MANUFACTURING ENGINEERING TECHNOLOGY (COLLEGE PREP)**

This course enables students to develop knowledge and skills through hands-on, project- based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

#### **TMJ4EI - MANUFACTURING TECHNOLOGY (WORKPLACE PREPARATION)**

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3EI

#### **TMJ4CI – MANUFACTURING ENGINEERING TECHNOLOGY (COLLEGE PREP)**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.

**Prerequisite:** TMJ3CI

## **TECHNOLOGICAL DESIGN**

### **TDJ2OI – TECHNOLOGICAL DESIGN (OPEN)**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

**Prerequisite:** None

## **HAIRSTYLING AND AESTHETICS**

### **TXJ3EI – HAIRSTYLING AND AESTHETICS (WORKPLACE PREPARATION)**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct- entry work positions.

**Prerequisite:** None

### **TXJ4EI – HAIRSTYLING AND AESTHETICS (WORKPLACE PREPARATION)**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**Prerequisite:** TXJ3EI

## **COMMUNICATIONS TECHNOLOGY**

### **TGJ1OI – EXPLORING COMMUNICATIONS TECHNOLOGY (OPEN)**

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

### **TGJ2OI – COMMUNICATIONS TECHNOLOGY (OPEN)**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TGJ3MI – COMMUNICATIONS TECHNOLOGY (UNIVERSITY/COLLEGE PREP)**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TGJ4MI – COMMUNICATIONS TECHNOLOGY (UNIVERSITY/COLLEGE PREP)**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

**Prerequisite:** TGJ3MI

**TWO CREDIT PACKAGE: ECO-SHORES PROGRAM**

*\*NOT AVAILABLE IN 2012/13*

<p><b>Eco-Shores (2 credits)</b> CGR4MI &amp; PAD4OI</p>
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Eco-Shores offers senior students a unique opportunity to enhance their academic learning by moving beyond the traditional classroom and incorporating regular field trip learning experiences into the curriculum. The Institute for Outdoor Education and Environmental Studies will be used extensively for this purpose. The overall focus of this program will be on the Bruce Peninsula and the Niagara Escarpment. Students will earn 2 credits: CGR4MI (Environment and Resource Management) and PAD4OI (Outdoor Activities) **IT WILL BE OFFERED IN 2013/14.**

**Prerequisites:** CGC1PI or CGC1DI

## e-Learning Ontario

## ADDENDUM

E-Learning Ontario is an essential online resource for the Ontario-funded school system, providing elementary and secondary teachers and learners with the flexibility they need to reach their goals. Through e-Learning Ontario, the Ministry of Education offers school boards alternative methods to teach Ontario's curriculum and help their students succeed.

For more information about this initiative, go to [www.elearningontario.ca](http://www.elearningontario.ca).

Bluewater will be offering 12 courses through e-Learning in the 2012/13 school year. Below is a list of the courses offered:

<b>Business Studies</b>
<b>BOH4M</b> <i>Business Leadership</i>
<b>BAT4M</b> <i>Accounting</i>
<b>Canadian &amp; World Studies</b>
<b>CHI4U</b> <i>Canadian History</i>
<b>CGF3M</b> <i>Physical Geography</i>
<b>English</b>
<b>EWC4U</b> <i>Writer's Craft</i>
<b>Interdisciplinary Studies</b>
<b>IDC4U</b> <i>Peer Tutoring</i>

<b>Mathematics</b>
<b>MCV4U</b> <i>Calculus &amp; Vectors</i>
<b>MDM4U</b> <i>Data Management</i>
<b>Science</b>
<b>SES4U</b> <i>Earth &amp; Space Science</i>
<b>SPH4U</b> <i>Physics</i>
<b>Social Sciences &amp; Humanities</b>
<b>HRT3M</b> <i>World Religions</i>
<b>HZT4U</b> <i>Philosophy</i>

\* The following course descriptions might duplicate information provided in Section B: Course Descriptions and Prerequisites \*

### BUSINESS STUDIES

#### **BOH4M -- Business Leadership: Management Fundamentals**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite: None**

#### **BAT4M – Financial Accounting**

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

### CANADIAN AND WORLD STUDIES

#### **CHI4U -- Canada: History, Identity, and Culture**

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity, and present their own views.

**Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities**

#### **CGF3M -- Physical Geography: Patterns, Processes and Interactions**

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

**Prerequisite: Grade 9 Geography of Canada, Academic or Applied**

### ENGLISH

#### **EWC4U --The Writer's Craft**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.

**Prerequisite: Grade 11 English, University Preparation**

## **INTERDISCIPLINARY STUDIES**

### ***IDC4U – Peer Tutoring***

IDC4U is based on *Interdisciplinary Studies, The Ontario Curriculum, Grades 11 & 12, Ministry of Education, 2002*. It draws on content from *Business Leadership, The Ontario Curriculum, Grades 11 and 12: Business Studies, 2006*, *Leadership and Peer Support, The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2006* and *Issues in Human Growth and Development, The Ontario Curriculum, Grades 11 and 12: Social Sciences and Humanities, 2000*. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. It is comprised of five units, each of which has from four to eight activities (lessons and assignments).

## **MATHEMATICS**

### ***MCV4U – Calculus & Vectors***

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Note: Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).**

### ***MDM4U – Data Management***

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation**

## **SCIENCE**

### ***SES4U – Earth & Space Science***

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

**Prerequisite: Science, Grade 10, Academic**

### ***SPH4U – Physics***

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite: Physics, Grade 11, University Preparation**

## **SOCIAL SCIENCES AND HUMANITIES**

### ***HRT3M -- World Religions: Beliefs, Issues, and Religious Traditions***

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

**Prerequisite: None**

### ***HZT4U – Philosophy***

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

**Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies**

*Please see your guidance counsellor for more information.*

*2012-2013 Course Calendar Addendum*

# Glossary

**Accommodations:** In the area of special education, specialized support and services that are provided to enable exceptional students to achieve the learning expectations. Some examples are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, tape recorders; provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

**Adult:** A person who is eighteen years of age or more.

**Articulation Agreement:** An agreement on the setting up and maintaining of clear "routes" between secondary school and college programs in order to ensure that students are adequately prepared for college programs.

**Compulsory Course:** A course that meets the requirements of a compulsory credit and that, as directed by the Minister, must be included in a student's program towards the earning of a diploma.

**Compulsory Credit:** A credit that is earned for the successful completion of the expectations related to a compulsory course.

**Course:** A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education and Training curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the Ministry's curriculum policy documents.

**Course of Study:** An outline of the content of a course and other details pertaining to the course, such as prerequisites and evaluation procedures.

**Credit:** A means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister.

**Credit Recovery:** Part of a student success strategy which supports students who have been unsuccessful with a course, to revisit the components of the course for which they have been unsuccessful.

**Destination Pathways:** Pathways that will provide students with at least four years of meaningful and productive secondary school education which lead to workplace, college, apprenticeship, or university destinations.

**Emphasis Course:** A destination-related broad based technology course that schools can develop in order to emphasize a particular area of a Technology subject. It might be related to a particular sector or occupation connected with the subject. These courses can only be offered at the Grade 11 and 12 levels.

**Exceptional Student:** A student who is defined in the Education Act as 'a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board: (a) of which the pupil is a resident pupil, (b) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education, or (c) to which the cost of education in respect of the pupil is payable by the Minister."

**Focus Course:** A course which is developed by a school to focus more particularly on one area of a subject discipline.

**Locally Developed Course:** A course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training for ministry approval.

**Mature Student:** For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year. See also student.

**Ontario Student Record (OSR):** The official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

**Optional Credit:** A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

**Prerequisite Course:** A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents.

**Special Education Program:** A program that is defined in the Education Act as "an educational program for an exceptional pupil that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil."

**Special Education Services:** Services defined in the Education Act as "facilities and resources, including support personnel and equipment, necessary for developing and implementing a special educational program."

**Special Programming Pathways:** In most cases, students entering high school working below grade level will be taking special programming pathways for maximum success, providing them with at least four years of meaningful and productive secondary school education.

**Specialist High Skills Major:** Students enrolled in the Specialist High-Skills Major will bundle a minimum of six to 12 courses in their area of interest to match with postsecondary, apprenticeship or workplace learning requirements. Bundles are arranged according to specific sectors, including, business, arts, manufacturing, health care, construction, hospitality, information technology and mathematics.

**Transfer Course:** A course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

## **BLUEWATER DISTRICT SCHOOL BOARD**

### *SECONDARY SCHOOLS*

#### **Bruce Peninsula District School**

Box 178, 5 Moore Street  
Lion's Head, ON N0H 1W0  
Phone: (519) 793-3211  
Fax: (519) 370-2908

#### **Peninsula Shores District School**

115 George Street  
Warton, ON N0H 2T0  
Phone: (519) 534-2205  
Fax: (519) 370-2952

#### **Chesley District High School**

Box 310, 231 4<sup>th</sup> Avenue S.E.  
Chesley, ON N0G 1L0  
Phone: (519) 363-2344  
Fax: (519) 370-2914

#### **Saugeen District Secondary School**

780 Gustavus Street  
Port Elgin, ON N0H 2C4  
Phone: (519) 832-2091  
Fax: (519) 370-2954

#### **Georgian Bay Secondary School**

125 Eliza Street  
Meaford, ON N4L 1A4  
Phone: (519) 538-1680  
Fax: (519) 370-2920

#### **Walkerton District Secondary School**

Box 1510, 1320 Yonge Street  
Walkerton, ON N0G 2V0  
Phone: (519) 881-1780  
Fax: (519) 370-2965

#### **Grey Highlands Secondary School**

Box 460, 100 Toronto Road South  
Flesherton, ON N0C 1E0  
Phone: (519) 924-2721  
Fax: (519) 370-2921

#### **West Hill Secondary School**

750 9<sup>th</sup> Street W.  
Owen Sound, ON N4K 3P6  
Phone: (519) 376-6050  
Fax: (519) 370-2939

#### **John Diefenbaker Secondary School**

181 7<sup>th</sup> Street  
Hanover, ON N4N 1G7  
Phone: (519) 364-3770  
Fax: (519) 370-2932

#### **Kincardine District Secondary School**

885 River Lane  
Kincardine, ON N2Z 2B9  
Phone: (519) 396-9151  
Fax: (519) 370-2934

#### **Owen Sound Collegiate & Vocational Institute**

1550 8<sup>th</sup> Street E.  
Owen Sound, ON N4K 0A2  
Phone: (519) 376-2010  
Fax: (519) 370-2948

